



Communication System to Support Active Engagement in Predictable Chart Writing | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

This inclusive lower elementary class is beginning a predictable chart writing lesson. Predictable chart writing is a shared writing activity that supports emergent and conventional writers and readers. It provides structure, while allowing students to generate their own ideas. All students will have an opportunity to participate but this video highlights one student's use of her communication system to engage in the activity. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Writing

What others areas of ELA instruction that are also addressed in this video?

Speaking and Listening

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

No

Which best describes the context for the instruction?

Inclusive Setting

Iowa Comprehensive Literacy Modules



The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?

Communication Impairments

What are the primary Essential Elements that are linked to the video?

EE.W.K.7 With guidance and support, participate in shared research and writing activity.

What additional Essential Elements can be linked to the video?

- EE.SL.K.1.a Participate in conversations with others. Communicate directly with supportive adults or peers.
- EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.

What other grade level Essential Elements can this teaching strategy be used?

- EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
- EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
- EE.SL.1.1.a Participate in conversations with adults. Engage in multiple-turn exchanges with supportive adults.
- EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
- EE.SL.2.1.a Participate in conversations with adults and peers. Engage in multiple-turn exchanges with peers with support from an adult.
- EE.L.2.3.a Use language to achieve desired outcomes when communicating. Use symbolic language when communicating.
- EE.SL.3.1.a Engage in collaborative discussions. Engage in collaborative interactions about texts.
- EE.L.3.3.a Use language to achieve desired outcomes when communicating. Use language to make simple requests, comment, or share information.
- EE.SL.4.1.a Engage in collaborative discussions. Contribute ideas from prior knowledge of a text during discussions about the same text.
- EE.SL.6.1.c Engage in collaborative discussions. Ask and answer questions specific to the topic, text, or issue under discussion.
- EE.SL.7.1.c Engage in collaborative discussions. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.

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- EE.L.4.3.c Use language to achieve desired outcomes when communicating. Communicate effectively with peers and adults.

What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

Predictable Chart Writing

What other resources can be linked to the video to learn more about the instruction?

- State of Iowa's Early literacy alternate assessment scale 5
- Predictable Chart Writing Blog: <http://www.willanshills.schools.nsw.edu.au/blog/predictable-chart-writing18-8-14>
- Website on Emergent Writing: <http://www2.nefec.org/erf/emergentwriting/>
- Students with Significant Disabilities, Including Deaf-Blindness: Getting Started with Emergent Writing <https://www.med.unc.edu/ahs/clds/files/teacher-handouts/Emergent%20Wrtg%20Activities.pdf>
- Adult-Student Emergent Writing Interaction Inventory <https://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources/Emerg%20Wrtg%20Obs%20Inventory.pdf>
- Emergent Writing for Students with Significant Disabilities <http://www.livebinders.com/play/play?id=1111536>